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ABSTRACT
        Role theory provides a framework for defining and
analyzing roles, role expectations, and role consensus; it
conceptualizes patterns of human conduct; and it is used to describe
activities of participants in interpersonal relationships. Role
conflict occurs when contradictory expectations are held for the
occupant of a position. Role analysis in a particular setting
identifies areas of ambiguity and potential conflict. This report
introduces a process, grounded in role theory, by which role
expectations for mentors and interns can be identified. A method for
viewing the relationships among the positions of mentor, intern, and
school administrator as an interaction system is graphically
displayed. When expectations are examined, each role can be seen in
terms of its relationship to other roles; an assessment based on the
amount of consensus that exists on role definitions can then be
achieved. An activity entitled "Identifying the Mentor Teacher's
Expectations for Interns, Mentor and Administrator" and an analysis
guide form for identifying those roles in orientation, planning,
observing, conferencing, and evaluation are included. (LL)

Analysis of Expectations for the Emerging Roles in Mentor-Intern Programs

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During this session, it is not our intent to present specific expectations for the roles of mentors and interns but to introduce a process by which expectations for these roles may be identified. This process is grounded in role theory, which provides a framework for defining and analyzing roles and role expectations.

Role theory, which attempts to conceptualize patterns of human conduct, is a relatively new field of study that has evolved within several of the social sciences. The first focus on the concerns of role appeared in the late 1920s and early 1930s in the studies of anthropologists, sociologists and psychologists. This interdisciplinary input has continued throughout the development of role theory as a field of study. In identifying the contributions to role theory from the various behavioral sciences, Sarbin (1954) stated that "...its variables are drawn from the studies of culture, society and personality" (p.223).

Role theory is used to describe the activities of participants in interpersonal relationships. Because the terms "role" and "role expectation" are used differently in various contexts, it is important to define clearly what is meant by those designations here.

> Role Expectation: an evaluative standard applied to an occupant of a position (i.e., what an individual is expected to do in a given situation, both by himself and by others).

> Role: a set of expectations applied to an occupant of a particular position.
> (Garland, 1982)

Expectations may be acquired through intentional instruction and/or incidental learning and may originate from personal or vicarious experience. Biddle (1979) considered expectations to be a central focus of role theory and identified three types of expectations:

> enunciations- overtly expressed expectations
> conceptions- covertly held expectations
> inscriptions- written expectations

Two additional elements of the role concept are consensus and conflict.

> Role consensus: a state that exists when similar expectations are held for an occupant of a position.

> Role conflict: a state that exists when contra-
> dictory expectations are held for an occupant
> of a position.

Because individuals come into situations with various
backgrounds and learning, consensus regarding
conceptions for roles cannot be assumed. It is important
to analyze the expectations held for each role in a
particular setting to identify areas of ambiguity and
potential conflict. The presence of ambiguity and
conflict can prevent the development of effective role
relationships and result in inappropriate, non-adaptive
behavior. It is for these reasons that the analysis of
expectations for the roles of mentor and intern is
essential.

In order to examine expectations for roles in the
mentor-intern relationship, it is important to view the
roles as an interaction system. The following figure
(adapted from Garland, 1982) represents a way of viewing
the relationships among the positions of mentor, intern and
school administrator as an interaction system. The way in
which the positions are related is indicated by the double
arrows, which signify two-way relationships. Each position
is separated into positional sectors that illustrate the
relationship of one position to the other two positions. For
each of the three positions, two positional sectors have
been left blank to indicate that only a limited set of
positions is shown in the diagram. Mentors, interns and
school administrators, for example, also interact with
pupils, parents, other faculty and a variety of other school
personnel. In separating each position into sectors,
recognition is given to the existence of these additional
relationships.

Within this framework, each role can be viewed in terms
of its relationship to the other roles. For example,
attention can be focused on consensus between the mentor and
the school administrator on the expectations they hold for
the intern. Another possibility would be to examine the
expectations held for mentors by the interns, school
administrators and the mentors themselves. As the framework
is used to analyze the expectations held for the roles of
mentor, intern and school administrator, the amount of
consensus that exists on role definitions can be
assessed. The identification of potential conflict and
ambiguity, through this analysis, can serve as the basis for
planning and implementing ways of bringing about increased
clarity and consensus in regard to role definitions.

Intern

Mentor   Administrator
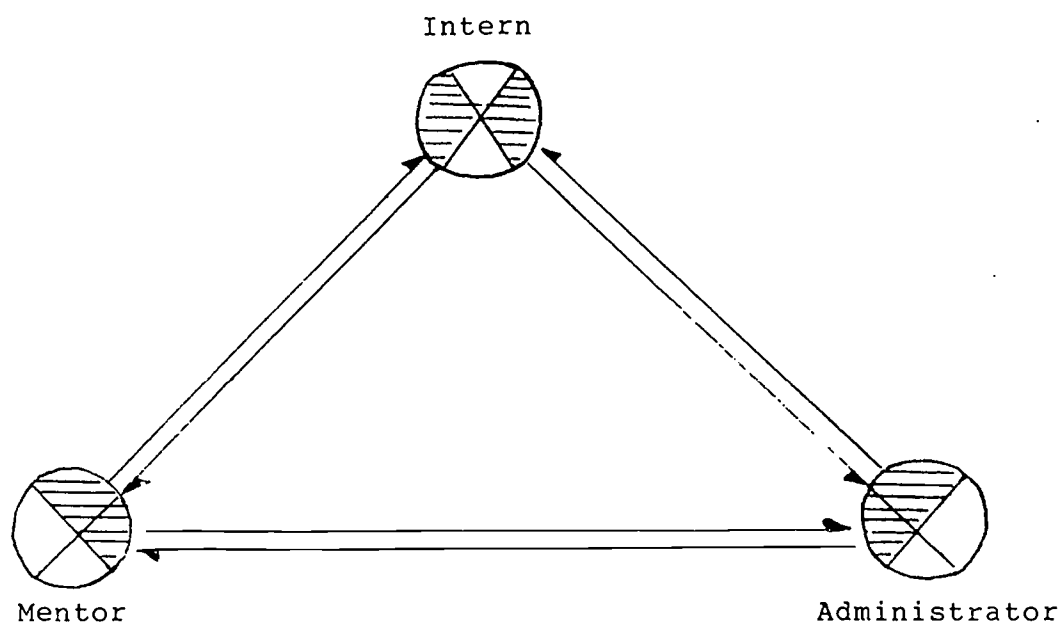
<u>System Diagram Indicating Relationships Among the
Positions of Intern, Mentor, and School Administrator</u>

        It is also important to consider the concerns and
anxieties expressed by those involved in mentor-intern
relationships as part of the process of identifying and
clarifying role expectations. A consideration of the
anxieties experienced by interns prior to their first year
of teaching, for example, may suggest expectations on which
the mentor will want to focus initially to increase the
intern's feeling of security. Similarly, knowing the
concerns of administrators and other mentor teachers may
help mentors identify areas in which they will want to seek
clarification regarding expectations for their roles and
that of the school administrator.

        <u>Activity</u> In order to experience identifying and
analyzing role expectations, list on the accompanying
Analysis Guide, in the column provided, the expectations you
would have, as a mentor, for an intern with whom you are
working. As you list each expectation for the intern,
attempt to identify the corresponding expectations for
mentor and administrator. Analyze the expectations
identified for each role by responding to the following
questions:

1. Do the expectations for each role clearly define the desired behaviors?
2. Do the expectations address the anxieties that the role occupants may have initially?
3. Do these initial expectations define the role sufficiently, without appearing to be overwhelming?
4. Do the expectations reflect potential conflict among the three roles?

Listed below are examples of possible expectations for interns, mentors and administrators in the area of planning.

Identifying the Mentor Teacher's Expectations for the Roles of Intern, Mentor and Administrator

Area	Intern	Mentor	Administrator
Planning	Develop written lessons.	Share format for lesson planning.	Review plans.
	Discuss plans with mentor and revise if necessary.	Review lesson plans and discuss suitability with intern.	Document intern's progress in planning.
	Plan unit independently.	Provide resources and/or assist in locating materials.	Assess appropriateness of unit within grade level curriculum

Analysis Guide

Identifying the Mentor Teacher's Expectations for the
Roles of Intern, Mentor and School Administrator

Area	Mentor	Intern	Administrator
Orientation			
Planning			
Observing			
Conferencing			
Evaluation			

References

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